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Descriptions

ABSTRACT

This abstract bibliography cites recent ERIC documents and journal articles concerning family day care. Many entries also discuss other types of day care. Entries include resumes from Resources in Education (RIE), February 1976 through December 1977, and citations from Current Index to Journals in Education (CIJE), September 1976 through December 1977. Additional references to books, periodicals and audiovisual materials related to family day care but not available through ERIC are listed at the end of this bibliography. (Author/BD)

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FAMILY DAY CARE: AN ERIC ABSTRACT BIBLIOGRAPHY

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INTRODUCTION

This abstract bibliography cites recent ERIC documents and journal articles concerning family day care. Many entries also discuss other types of day care. Entries include resumes from Resources in Education (RIE), February 1976 through December 1977, and citations from Current Index to Journals in Education (CIJE), September 1976 through December 1977.

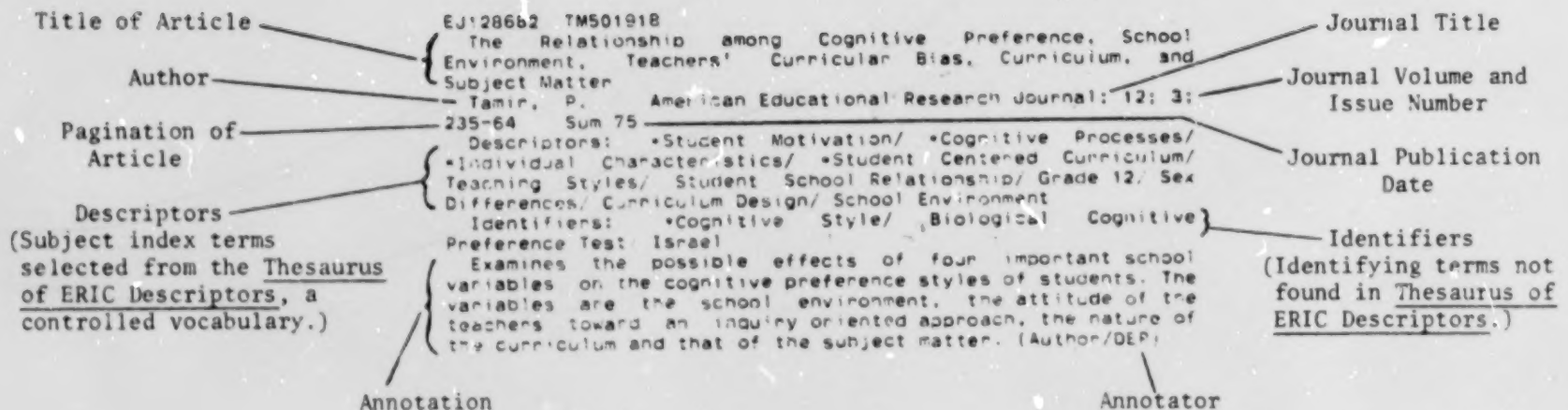
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Additional references to books, periodicals and audiovisual materials related to family day care are listed at the end of this bibliography. These resources are available only from sources outside the ERIC system.

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SAMPLE CITATION:



II. RESUMES FROM RESOURCES IN EDUCATION

SAMPLE RESUME:

ERIC Document Number— (ED#)	ED07690 95 TM004504	} Title
	The Effects of a Schools Without Failure Program Upon Classroom Interaction Patterns, Pupil Achievement and Teacher, Pupil and Parent Attitudes (Summary Report of First Year of Program).	
Author(s)	Masters, James R.; Laverty, Grace E. Pennsylvania State Dept. of Education, Harrisburg. Sponsoring Agency: National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Bureau No.: BR-2-C-070 Grant No.: OEG-3-72-0051	} Sponsoring Agency (Agency responsible for initiating, funding, and managing the research project.)
Date Published and Pagination	Publ. Date: Feb 74 Note: 25p.; For related documents, see TM 004 495-503	
EDRS Price (Price through ERIC Document Reproduction Service. Order by ED#. "MF" means microfiche. "HC" means hard copy. When listed "not available from EDRS," other sources are cited above.)	EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE Descriptors: Academic Achievement/ Academic Failure/ Behavior Change/ Classroom Observation Techniques/ Comparative Analysis/ Decision Making Skills/ Discipline/ Elementary Education/ Elementary School Students/ Humanistic Education/ Inservice Teacher Education/ Parent Attitudes/ *Program Evaluation/ *School Attitudes/ *Student Attitudes/ Student Teacher Relationship/ *Teacher Attitudes/ Teacher Education/ Tests Identifiers: Glasser (William)/ New Castle Pennsylvania School District/ *Schools Without Failure This document summarizes an evaluation of William Glasser's Schools Without Failure (SWF) program carried out during the program's first year of operation in the New Castle, Pa. School District. Ten elementary schools were paired on the basis of size, socioeconomic status, and pupils' past achievement. One school of each pair was randomly assigned to begin teacher training and implementation of SWF; the other school of each pair became a control school. Pre- and posttesting was used to assess pupil achievement and attitudes toward self, school, and others and teacher and parent attitudes toward educational issues. Instructional session and SWF school classroom meeting interactions were measured by the Expanded Category System and the Reciprocal Category System. Results indicated that the program had its major impact on teachers. Little difference existed in the achievement of pupils in SWF and control schools. Some positive changes in SWF school primary pupil attitudes toward being in school and toward doing difficult school work were found. Also, positive changes occurred in SWF school intermediate pupil attitudes toward the importance of doing assignments and learning. In SWF schools the number of pupils referred to principals for disciplinary reasons was reduced. (Author/RC)	} Descriptors (Subject index terms selected from the <u>Thesaurus of ERIC Descriptors</u> , a controlled vocabulary.)
		} Identifiers (Identifying terms not found in the <u>Thesaurus of ERIC Descriptors</u> .)
		} Abstract
		} Abstractor

EJ135648 CE504732

Day Care Update: Who's Minding the Kids?
Cobe, Patricia
Forecast for Home Economics, 21, 8, 28-9, 41 Apr 76
Descriptors: *Day Care Services/ *Demonstration Programs/
*Program Descriptions/ *Federal Legislation/ *Financial
Problems/ Day Care Programs/ Child Care Centers/ Family Day
Care/ Quality Control
The article reviews past and pending Federal legislation
concerning day-care services. Different kinds of day-care
programs (community-university center, proprietary center, and
family day care) are described. (AG)

EJ133096 PS504540

Guidelines for the Selection of Home-Based Day Caregivers
Rodriguez, Dorothy; Hignett, William F.
Child Welfare, 55, 1, 20-26 Jan 76
Descriptors: *Family Day Care/ *Job Applicants/ *Employment
Interviews/ *Child Care Workers/ Child Care/ Agency Role/
Social Workers
Identifiers: *Family Day Care Providers
Suggests appropriate interview techniques for agency workers
to use in screening potential family day care providers. (BRT)

EJ129952 PS504437

Home Visiting With Family Day Care Providers
Rubin, Stefi
Child Welfare, 54, 9, 645-657 Nov 75
Descriptors: *Family Day Care/ *Preschool Education/ *Social
Workers/ *Child Care Workers/ Day Care Services/
Questionnaires/ Interviews/ Social Agencies
Identifiers: *Family Day Care Providers
Agency-sponsored family day care providers and agency home
visitors were interviewed and given questionnaires to find out
their opinions on issues in family day care. (BRT)

EJ128146 PS504386

Family Day Care Mothers Work Together to Improve Services
Sale, June Solnit
Children Today, 4, 5, 22-24 Sep-Oct 75
Descriptors: *Self Help Programs/ *Educational Programs/
*Family Day Care/ *Child Care Workers/ *Program Descriptions/
Community Organizations/ Day Care Services
Describes the history of Women Attentive to Children's
Happiness (WATCH), a self-help organization of family day care
mothers which has developed an effective method of producing
developmental programs for children and families. (ED)

EJ128115 PS504353

Training Family Day Care Mothers
Fuchs, Beverly
Day Care and Early Education, 3, 1, 28-31, 47 Sep-Oct 75
Descriptors: *Family Day Care/ *Inservice Education/ *Child
Care Workers/ *Program Descriptions/ Teaching Techniques/
Child Rearing
Describes a successful inservice training program in which
family day care mothers were encouraged to share ideas and
problems, and to have more self-confidence. Includes a
bibliography. (ED)

ED142668 UD017193

A Comprehensive Child Development Program: Title XX, Final
Report.
Whalley, Juanita T.
Atlanta Public Schools, Ga.
Publ. Date: Mar 77 Note: 60p.; Best copy available
EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.
Descriptors: *Day Care Programs/ *Day Care Services/ Family
Day Care/ Low Income Groups/ Preschool Children/ *Preschool
Education/ Program Content/ *Program Descriptions/ *Program
Evaluation
Identifiers: *Georgia (Atlanta)/ *Social Security Act Title
XX

This booklet describes the Comprehensive Child Day Care
Program for the Atlanta Public School System, a Title XX
Program. This program provided day care services for children
of clients in various categories. The program goals for
1975-76 were geared toward providing comprehensive day care to
encompass social services to the family and developmental
activities for the children. One of the goals was to provide
for the social, physical, and cognitive growth of the pupils.
This goal was met by an instrument labeled A System for
Teacher Evaluation of Prereading Skills (STEPS) and Circus, a
series of assessment measures used to identify cognitive
developmental needs of preschool students. Results of the
Cooperative Preschool Inventory, given to all students
entering kindergarten, indicated that Title XX student
performance was higher than that for non-Title XX students in
25 of the 29 Title XX schools for which comparison data were
available. A longitudinal study was started using Title XX
participants from 1972 and 1973 who were in the first and
second grade. Scores from the Iowa Tests of Basic Skills for
grades one and two were used for making the comparisons. It
was found that those students who were in the Atlanta Public
Schools' day care scored as well as or slightly higher than
those students who had not been in day care. This fact was
especially significant since low socioeconomic status had been
considered to have an adverse effect on achievement. Parental
involvement continued to be an essential part of the program.
(Author/AX)

EJ162735 PS505766

The Need for Nutrition: In the Family Day Care Home
Faine, Mary Powelson; Worthington, Bonnie S.
Day Care and Early Education, 4, 3, 12-14 Jan-Feb 77
Descriptors: *Family Day Care/ *Nutrition/ *Surveys/ *Foods
Instruction/ Early Childhood Education
Presents results of a survey on the nutritional knowledge
and practices of family day care providers, and discusses
information that should be supplied at training sessions. (SB)

EJ159271 PS505655

Characteristics of Family Day Care Providers: Implications
for Training
Wattenberg, Esther
Child Welfare, 56, 4, 211-230 Apr 77
Descriptors: *Early Childhood Education/ *Family Day Care/
*Family Characteristics/ *Educational Programs/ *Child Care
Workers/ Day Care Programs/ Training Techniques

EJ157333 PS505636

Family Day Care: Early Identification of Children With
Emotional Disorders
Reinhart, Richard; Evans, Jerome
Child Welfare, 56, 2, 109-120 Feb 77
Descriptors: *Family Day Care/ *Child Care Workers/
*Attitudes/ *Surveys/ *Emotionally Disturbed Children/
*Identification/ Interviews/ Questionnaires/ Behavior Problems/
Mental Health
A survey of 263 day care mothers ascertained their main
concerns about children under their care and their methods of
handling problems. It also revealed that the mothers have high
interest in learning about the early identification of
children with emotional disorders. (MS)

EJ157245 PS505502

Rural Family Day Care
Adams, Diane; Macht, Mary
Child Care Quarterly, 5, 4, 292-306 Win 76
Descriptors: *Family Day Care/ *Rural Areas/ *Child Care
Workers/ *Self Concept/ *Attitudes/ *Role Perception/
Questionnaires/ Motivation
Identifiers: *Wisconsin (Dane County)
Rural family day care settings are reviewed and the need for
back up resources is emphasized. Suggestions are made for
action by responsible agencies, trainers and others concerned
with the delivery of effective child care services,
particularly when appropriate group care is not available.
(MS)

EJ157242 PS505499

The Uniformity of Application of Day Care Licensing
Standards
Lounsbury, John W.; And Others
Child Care Quarterly, 5, 4, 248-261 Win 76
Descriptors: *Early Childhood Education/ *Day Care Programs/
*Certification/ *Standards/ *Family Day Care/ Administrative
Personnel
Disagreement was found between licensing personnel
inspecting day care facilities for standards compliance,
particularly with regard to less tangible standards.
Suggestions for increasing the uniformity of evaluation of
programs for compliance with licensing standards are offered.
(MS)

EJ151775 PS505234

Family Day Care: In a Class by Itself
Bookman, Robert
Day Care and Early Education, 4, 1, 11-12 Sep/Oct 76
Descriptors: *Day Care Programs/ *Family Day Care/ *Teacher
Education/ *Teacher Programs/ *Field Experience Programs/
College Students/ Practicums
Describes a course given by the author at Cornell.
"Practicum in Understanding Family Day Care". Includes
rationale, student projects, and benefits to students and
participating day care workers. (HS)

EJ138734 SP504423

How Adult/Child Ratios Influence Infant Development
Fowler, William
Interchange, 6, 1, 17-31 75
Descriptors: *Day Care Services/ *Child Development/
*Intelligence/ *Stimulation/ *Adults/ Parent Role/ Family Day
Care/ Early Experience/ Children/ Parent Child Relationship
Identifiers: *Adult Child Ratios

ED142321 PS009440

The Supply of Day Care Services in Denver and Seattle.
Hall, Arden; Weiner, Samuel
Stanford Research Inst., Menlo Park, Calif. Center for the
Study of Welfare Policy.
Sponsoring Agency: Department of Health, Education, and
Welfare, Washington, D.C.
Report No.: SRI-CSWP-RM-33
Contract No.: SRS-70-53; SRS-71-18
Publ. Date: Jun 77 Note: 177p.
EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.
Descriptors: Costs/ *Day Care Services/ *Early Childhood
Education/ Educational Supply/ *Family Day Care/ Income/
*Program Descriptions

Identifiers: *Colorado (Denver)/ *Washington (Seattle)
This study presents an analysis of the day care industry in
Seattle, Washington and Denver, Colorado. The analysis
includes a description of the day care structure as it existed
in mid-1974, as well as an estimate and breakdown of cost
functions in order to determine the custodial component of day
care services. Four separate sectors of the day care industry
are recognized: in-home providers, unlicensed family day care
home operators, licensed family day care home providers, and
child care centers. Chapter titles include: Characteristics of
the Day Care Industry, of the Providers, and of the Day Care
Services; Supply Constraints; Income and Costs. (Author/SB)

ED142315 PS009425

A Practical Guide for Day Care Personnel: Let the Sun Shine
In.

DeLorey, John L., Jr.; Cahn, Marjorie E.
Publ. Date: Apr 77 Note: 157p.
Available from: Day Care and Child Development Council of
America, Inc., 622 Fourteenth St., N.W., Washington, D.C.
20005 (\$4.00 plus \$0.50 postage)
EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors: *Child Care Workers/ Classroom Arrangement/
Classroom Communication/ Classroom Environment/ Classroom
Materials/ Daily Living Skills/ *Day Care Services/ *Early
Childhood Education/ Family Day Care/ *Guides/ Health Needs/
Nutrition/ *Parent School Relationship/ Preschool Curriculum/
Program Planning/ Scheduling/ School Safety/ *Staff Role

This handbook of practical guidelines for daily life in day
care is addressed to caregivers, teachers, directors, and
students who want to provide high quality care for children.
Separate sections are devoted to (1) day care as a daily
living experience; (2) the parent-caregiver relationship; (3)
priorities for health and safety, staff communication and
knowledge of children and their needs; (4) program elements of
curriculum, materials, room arrangement, communications and
daily schedules; and (5) specific aspects of safety, health
and nutrition, as they relate to daily occurrences. Various
types of parent-caregiver contact recommended include: daily,
on-going communication; periodic individual-parent

conferences; regularly scheduled group meetings; and
occasional parent participation. The guidelines on program
elements are elaborated in detail. (BF)

ED142294# PS009402

Facts and Fancies: A Handbook for Family Day Care Providers.
Hemmings, Mary
Quality Child Care, Inc., Mound, Minn.
Publ. Date: 76 Note: 97p.
Available from: Quality Child Care, Inc., 6037 Hawthorne
Road, Mound, Minnesota 55364 (\$4.45).
Document Not Available from EDRS.

Descriptors: Business Skills/ *Child Care Workers/ Child
Development/ *Day Care Services/ Discipline/ *Early Childhood
Education/ *Family Day Care/ *Guides/ Health/ Language
Development/ Learning Activities/ Nutrition/ Parent Teacher
Cooperation/ *Planning/ Safety/ Taxes

This handbook is intended to serve as a reference guide for
the family day care mother offering information and
suggestions that may be useful in her daily work. Section one
deals with the family day care provider on a personal level;
how she communicates with parents and how she manages her
business, including record keeping, taxes, and Social
Security. Section two discusses working with children from
infancy through school age and their developmental patterns;
language development in children and the importance of
providing an atmosphere conducive to speech and language
growth; and child guidance in a positive manner. Section three
focuses on the importance of having program activities in a
family day care home. Ideas and suggestions for a variety of
activities to offer the children (field trips, science
projects, arts and crafts) are included. The final section
discusses health and safety in the family day care home and
ways the provider can cope with emergency situations. (JMB)

ED142284 PS009381

Effects of Physical Environments in Child Care Systems.

Prescott, Elizabeth; David, Thomas G.

Publ. Date: Apr 77 Note: 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors: Child Care/ Childhood Needs/ *Classroom Environment/ *Day Care Services/ *Early Childhood Education/ Family Day Care/ *Family Environment/ Literature Reviews/ *Physical Design Needs/ *Physical Environment/ School Size/ School Space

This paper explores the role of physical environment in the design of child care programs. Examined are environmental variables thought to be important in determining the absence or presence of experiences considered important to children's development. Differences in the physical environment of a typical child care center and an average home are discussed. Variables to be considered in evaluating physical environment are: softness (the responsiveness of the environment, especially on a sensual-tactile level); privacy, density, size of facility, and quality of space (degree of complexity and variety and amount-to-do per child). A few research studies related to each of these variables are presented, along with a discussion of the outcomes of good space. (MS)

ED142281 PS009374

Child Day Care Management Study. Volume I: Cross-Site Comparisons.

Office of Child Development (DHEW), Washington, D.C.; Pacific Training and Technical Assistance Corp., Berkeley, Calif.; Social and Rehabilitation Service (DHEW), Washington, D.C.; Unco, Inc., Washington, D.C.

Sponsoring Agency: Social and Rehabilitation Service (DHEW), Washington, D.C.

Contract No.: 500-75-0034; SB-920-8(a)-75-C-431

Publ. Date: Aug 76 Note: 214p.; For State Summaries, Volume 2A, see PS 009 375; for Volume 2B, see PS 009 376

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors: *Child Care/ *County Programs/ *Day Care Services/ Family Day Care/ *Federal Aid/ Financial Policy/ *Management Systems/ National Surveys/ Needs Assessment/ Program Evaluation/ Program Planning/ Standards/ *State Programs/ Tables (Data)/ Technical Assistance/ Training

The objectives of this study were to describe federally-subsidized state and county child day care management systems and report how well the management systems work. Included in the category of child day care are family day care, in-home care, group day care and center day care. The document is divided into the following sections: (1) Overview, (2) Needs Assessment, (3) Planning, (4) Evaluation, (5) Information and Referral, (6) Client Eligibility, (7) Licensing, (8) Monitoring, (9) Training and Technical Assistance, and (10) Fiscal Management. Study methodology is

also described. A number of tables are included. (MS)

ED140983 PS009376

Child Day Care Management Study. Volume II-B: State Summaries (Nevada - Wyoming).

Office of Child Development (DHEW), Washington, D.C.; Pacific Training and Technical Assistance Corp., Berkeley, Calif.; Unco, Inc., Washington, D.C.

Sponsoring Agency: Social and Rehabilitation Service (DHEW), Washington, D.C.

Contract No.: SB-920-8(a)-75-C-431; SRS-500-75-0034

Publ. Date: Aug 76 Note: 605p.; For Volume I, see PS 009 374; for State Summaries, Volume 2A, see PS 009 375

EDRS Price MF-\$1.16 HC-\$32.81 Plus Postage.

Descriptors: *Child Care/ *County Programs/ *Day Care Services/ Family Day Care/ *Federal Aid/ Financial Policy/ Information Services/ *Management Systems/ Needs Assessment/ Program Evaluation/ Program Planning/ Standards/ State Licensing Boards/ *State Programs/ State Surveys/ Technical Assistance/ Training

Identifiers: Social Security Act Title XX

This is Volume II-B of a study to describe federally-subsidized state and county child day care management systems and to report how well the management systems work. Information is reported in terms of nine subsystems: (1) Needs Assessment, (2) Planning and Implementation, (3) Evaluation, (4) Information and Referral, (5) Client Eligibility, (6) Licensing, (7) Monitoring, (8) Training and Technical Assistance, and (9) Fiscal Management. This volume presents data on the following states: Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, and Wyoming. (MS)

ED140982 PS009375

Child Day Care Management Study. Volume II-A: State Summaries (Alabama - Nebraska).

Office of Child Development (DHEW), Washington, D.C.; Pacific Training and Technical Assistance Corp., Berkeley, Calif.; Unco, Inc., Washington, D.C.

Sponsoring Agency: Social and Rehabilitation Service (DHEW), Washington, D.C.

Contract No.: SB-920-8(a)-75-C-431; SRS-500-75-0034

Publ. Date: Aug 76 Note: 742p.; For Volume I, see PS 009 374; for State Summaries, Volume 2B, see PS 009 376

EDRS Price MF-\$1.33 HC-\$39.51 Plus Postage.

Descriptors: *Child Care/ *County Programs/ *Day Care Services/ *Family Day Care/ *Federal Aid/ *Management Systems/ Needs Assessment/ Program Evaluation/ Program Planning/ Standards/ State Licensing Boards/ *State Programs/ State Surveys/ Technical Assistance/ Training

Identifiers: Social Security Act Title XX

This is Volume II-A of a study to describe federally-subsidized state and county child day care management systems and to report how well the management systems work. Information is reported in terms of nine subsystems: (1) Needs Assessment, (2) Planning and Implementation, (3) Evaluation, (4) Information and Referral, (5) Client Eligibility, (6) Licensing, (7) Monitoring, (8) Training and Technical Assistance, and (9) Fiscal Management. This volume presents data on the following states: Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska. (MS)

ED140966 PS009349

A Public Review in Federal Region VI of the Federal Interagency Day Care Requirements.

Office of Human Development (DHEW), Dallas, Tex. Region 6.

Publ. Date: Apr 77 Note: 30p.; Report prepared under the Auspices of Southwest Federal Regional Children Youth Services Committee

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors: *Attitudes/ *Day Care Services/ Family Day Care / *Federal Legislation/ Nutrition/ *Public Opinion/ *Questionnaires/ Safety/ Social Services/ Staff Role/ *Standards/ Teacher Evaluation

Identifiers: *Federal Interagency Day Care Requirements/ Social Security Act Title XX

The basic objective of this investigation was to conduct an input-review of the 1968, 1972 and Title XX Federal Interagency Day Care Requirements (FIDCR) and to make inferences gleaned from the results as these relate to appropriate revisions. Respondents from a number of states were asked to review and comment on each requirement. The document includes sections on requirements for operators, for

administering agencies, for in-home care and a section on the monitoring and enforcing of FIDCR. Each section contains general comments as well as a summary of reactions to individual section requirements. In general, most requirements were judged to be reasonable. (MS)

ED140943 PS009313

To Teach Family Day Care Caregivers How Not to Be Discriminative with Sex Roles and to Encourage Positive Self Images with Children of Different Ethnic Cultures. (A Proposal).

Rice, Deryl Ann

Publ. Date: 77 Note: 40p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors: *Changing Attitudes/ *Child Care Workers/ Day Care Programs/ Day Care Services/ Early Childhood Education/ *Educational Programs/ *Ethnic Stereotypes/ *Family Day Care/ Instructional Materials/ Learning Activities/ *Sex Stereotypes / Training Objectives/ Training Techniques

Identifiers: *Caregivers/ *Family Day Care Task Force

This document presents a portion of the Family Day Care Task Force's overall training program for family day care caregivers designed specifically to re-educate caregivers with regard to attitudes toward ethnic and sex stereotyping. Training objectives, procedures for the training sessions, and class outlines are presented. Also included are suggested activities, materials, and resources for caregivers to use in combating ethnic and sex stereotyping. (JMB)

ED139499 PS009119

The Day Care Needs of the Indigent Children of West Virginia, with Recommendations for a Model Day Care Program and Delivery System. Volume 2.

Hodges, Walter L.; And Others

Family Learning Centers, Inc., Atlanta, Ga.

Publ. Date: 1 Mar 73 Note: 235p.; For Volume 1, see PS 009 118

EDRS Price MF-\$0.83 HC-\$12.71 plus Postage.

Descriptors: *Child Care Centers/ Day Care Programs/ *Day Care Services/ *Delivery Systems/ *Early Childhood Education/ *Economic Disadvantage/ Educational Objectives/ Evaluation Methods/ Family Day Care/ Maps/ Organizational Change/ Parent Education/ Program Evaluation/ Public Support/ Staff Improvement/ *State Surveys/ Teacher Education

Identifiers: *West Virginia

This volume describes and discusses six major proposals for a complete model system of day care for indigent children in West Virginia. The recommendations include: (1) developing more specific objectives to be accomplished for children, parents, care providers, and the state; (2) developing a public education program designed to help parents provide good developmental experiences, including day care when appropriate; (3) upgrading the three options of day care delivery (family group care, center care, home care) through inspections, continual inservice training, and evaluation; (4) developing staff education and training programs that are compatible with the objectives and delivery options available; (5) developing a monitoring and evaluation system; and (6) reorganizing state and area staff so as to delegate responsibility and provide the support necessary to carry out the other recommendations. Minimum standards are proposed for family group care, center care and in-home care. Appendices include a study of transportation in West Virginia, a list of recommendations for training child care workers, and an outline of recommended in-take and payment processes for use by state welfare personnel working with child care clients. (SB)

ED139498 PS009118

The Day Care Needs of the Indigent Children in West Virginia, with Recommendations for a Model Day Care Program and Delivery System. Volume 1.

Hodges, Walter L.; And Others

Family Learning Centers, Inc., Atlanta, Ga.

Publ. Date: 1 Mar 73 Note: 238p.; For Volume 2, see PS 009 119

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.

Descriptors: Certification/ Check Lists/ *Child Care Centers / *Day Care Services/ *Delivery Systems/ *Early Childhood Education/ *Economic Disadvantage/ Educational Objectives/ Family Day Care/ Interviews/ Nutrition/ Parent Participation/ Physical Environment/ Program Evaluation/ Questionnaires/ Safety/ Social Workers/ Staff Role/ State Licensing Boards/

*State Surveys/ Training Objectives

Identifiers: *West Virginia

This document reports on a series of studies conducted to assess the scope and quality of child care services in West Virginia. Included are: (1) a survey of administrators and staff members from all of the state's welfare areas ("area office survey"); (2) a brief description of day care settings and services; (3) an evaluation of center-based day care; (4) an evaluation of noncenter-based day care; (5) questionnaires and manuals used in the studies; and (6) recommendations. The area office survey includes opinion data collected from area administrators, area office staff, and social service workers concerning employment for welfare recipients, training, training resources, transportation, center-based and noncenter-based care, and programmatic weaknesses. In the center-based evaluation, a stratified random sample of 15 of the 75 licensed centers was chosen for evaluation. Results report on the program for children, administration, physical setting, nutrition and health care, licensing standards and requirements, and fire standards. In the noncenter-based evaluation, a representative sample of 34 vendors was selected from 933 in-home and out-of-home vendors. Results report on program objectives, observations of the caretaker, supplies and materials, food service practices, physical setting, and parent interaction. Based on data from the surveys, the final chapter -- "A Portrait of Day Care in West Virginia" -- reports on conditions and makes recommendations for improvement. Appendices, comprising approximately one-third of the document, include questionnaires and manuals used in the studies. (SB)

ED136798 CE011110

A Policy-Oriented Evaluation of Educational Support Services for Family Day Care.

Deshler, David; And Others

Publ. Date: 21 Apr 77 Note: 38p.; Paper presented at the Adult Education Research Conference (Minneapolis, Minnesota, April 21, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors: *Adoption (Ideas)/ *Adult Education/ *Ancillary Services/ Educational Policy/ *Family Day Care/ Feasibility Studies/ Models/ Post Secondary Education/ *Program Development/ Program Evaluation/ Research/ State Surveys/ *Success Factors

Identifiers: New York/ United States

Recognizing the growth of educational support services for family day care throughout New York State and other parts of the country, a policy oriented evaluation was performed to analyze the feasibility of such a service being adopted and continued as an educational delivery system by communities throughout the nation. The evaluation used a naturalistic research methodology including (1) a literature review, (2) analysis of records, documents, and demographic data, (3) onsite observation, (4) elite and specialized interviewing according to role perspective, and (5) a mailed questionnaire. Data were collected from 23 sites where efforts had been made to undertake the establishment of a family day care educational support system, and from an indepth case study of a particular family day care pilot project. The efforts of this pilot project to disseminate its model were included in the evaluation. Criteria that were used by the evaluation team for judging the feasibility for adoption and continuation of program efforts were credibility, observability, relevance, relative advantage, ease in understanding and usability, compatibility and try-ability. The evaluation results are intended to be useful to potential funders in decisions related to ongoing financial support for such efforts and to present and prospective program directors in their efforts to present the needs and potential benefits of a day care educational support system. (SH)

ED135460 PS009089

Statistical Highlights from the National Child Care Consumer Study.

Office of Human Development (DHEW), Washington, D.C.

Sponsoring Agency: Office of Child Development (DHEW), Washington, D.C.

Report No.: DHEW-OHD-76-31096

Publ. Date: 76 Note: 30p.; For related documents, see PS 008 950-953

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors: *Child Care/ Child Care Centers/ *Day Care Services/ Delivery Systems/ *Early Childhood Education/ Family Background/ Family Day Care/ Financial Support/ *Government Role/ *National Surveys/ Nursery Schools/ One Parent Family/

Parent Attitudes/ *Statistical Surveys/ Working Women

This summary, which provides statistical and analytical highlights from a survey of current patterns of child care use in the United States, is intended to serve as an introduction to a four-volume report. Encompassing 4,000 one-hour interviews administered to a nationwide sample of households with at least one child under fourteen, the study's conception of child care embodies a broad range of program types. Summary statistics are presented from responses to questions on: basic characteristics of households involved; type and extent of child care used; why and by whom; cost of care; consumer attitudes; and the role of the public. Analytical highlights emphasize the significance of child age, parent employment and marital status in the need for child care services, while also dealing with the great variety of types of care, cost of care and government role. (Author/BF)

ED134341 PS009080

Educational Services for Home Day Caregivers. Final Report.
Colbert, Janice C.; And Others
Roosevelt Univ., Chicago, Ill. Coll. of Education.
Sponsoring Agency: Illinois State Board of Higher Education.
Springfield.; Office of Education (DHEW), Washington, D.C.
Div. of Higher Education Research.
Report No.: RU-TR-12
Publ. Date: 76 Note: 220p.
EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.
Descriptors: Adult Education/ *Child Care Workers/ Child
Rearing/ *Early Childhood Education/ Educational Attitudes/
Educational Objectives/ Evaluation Methods/ *Family Day Care/
Instructional Materials/ Instructional Materials Centers/
Newsletters/ Observation/ *Parent Education/ Program
Descriptions/ *Program Evaluation/ *Project Training Methods/
*Workshops

Identifiers: Roosevelt University

The research project described in this report (Educational Services for Home Day Care Sub-Professionals) examines the education/training needs of a group of women who are licensed home day caregivers and who provide day care services to preschool children for a fee. This project represents an attempt undertaken by an urban university working in conjunction with a social service agency and with the support of state and federal funds to take a closer look at the practices of 18 day care homes in the Chicago area. Based upon this exploration and assessment, the goals of devising methods of supporting the positive aspects of the family day care home and of designing an appropriate course of training for the home day caregiver were implemented. Included are sections on selection of population and assessment of workshop needs, the Educational Training Services Program, research design, population characteristics, caregivers' evaluation of the training program and results and discussion of data analysis, including a discussion of attitudes toward childrearing, the Bown Self-Report Inventory, the cognitive test, naturalistic observations, and interviews. Appendices include forms, inventories, etc. used in the Project. (MS)

ED133082 PS009035

Day Care.

Merro, John; And Others

George Washington Univ., Washington, D.C. Inst. for
Educational Leadership.; National Public Radio, Washington,
D.C.

Sponsoring Agency: Carnegie Corp. of New York, N.Y.;
National Inst. of Education (DHEW), Washington, D.C.; Office
of Education (DHEW), Washington, D.C.

Publ. Date: Sep 76 Note: 25p.; Transcript of "Options in
Education" radio program No. 45 scheduled for broadcast for
the week of September 20, 1976

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors: *Child Care/ Child Care Centers/ Child Care

Workers/ *Day Care Programs/ *Early Childhood Education/
Economic Status/ *Educational Radio/ *Family Day Care/ Federal
Aid/ Federal Legislation/ *Government Role/ Parent Role/
Preschool Evaluation/ Preschool Teachers/ Student Teacher
Ratio/ Working women

Identifiers: *National Public Radio

Interviews on the quality of day care in the United States are presented in this transcript of a program broadcast in the National Public Radio weekly series, "Options in Education." Writers, day care center personnel and others describe and evaluate the current situation. Federal legislation concerning children is examined, and researchers discuss effects of day care programs on children. Jane Gold, author of "Checking Out Childcare", describes the child care business, its dimensions and licensing practices. Peggy Pizzo, author of "Infant Child Care Debate", discusses parents' guilt feelings in relation to outside child care. Advantages and disadvantages of public school sponsorship of day care are considered. Despite support for day care centers and child care in the public schools, the fastest and most widely used form of child care appears to be home care. Psychologist Jerome Kagan has found home care, inside or outside the child's home, to be preferred over day care centers by most parents. He considers staff-child ratio the most important factor in day care quality, recommending ratios of 3 to 1 for children under 18 months and 6 to 1 for children 18 months to three years. A family home care teacher-trainer is interviewed on the advantages of the family-home environment. The director of a large day care center tells of long waiting lists and the social costs involved. The Federal role in preschool education, including prospects for comprehensive Federal child care legislation, are discussed by Congressman John Brademas and representatives of various child care interest groups. The staffing-ratio controversy is discussed. (Author/BF)

ED131933 PS008952

National Childcare Consumer Study: 1975. Volume III: American Consumer Attitudes and Opinions on Child Care.

Rodes, Thomas W.

Unco, Inc., Washington, D.C.

Sponsoring Agency: Office of Child Development (DHEW), Washington, D.C.

Contract No.: HEW-105-74-1107

Publ. Date: 75 Note: 303p.; For other volumes of this study, see PS 008 950-953; Some tables may reproduce poorly
EDRS Price MF-\$0.83 HC-\$16.73 Plus Postage.

Descriptors: *Child Care/ Child Care Centers/ Cultural Factors/ *Day Care Services/ Economic Disadvantage/ Elementary School Students/ Family Day Care/ Family Environment/ Family Structure/ Government Role/ Infants/ Interviews/ Junior High School Students/ Mothers/ *National Demography/ *National Surveys/ *Parent Attitudes/ Preschool Children/ Problems/ Questionnaires/ Race/ Research Design/ Research Methodology/ Selection/ Socioeconomic Background/ *Statistical Data/ Working Parents

This report represents the third of a series of analyses of child care usages based on 4609 personal interviews conducted in 1975 from a national probability sample of households with children under 14 years of age. The study was sponsored by the office of Child Development of the U.S. Department of Health, Education and Welfare. This volume is devoted to an analysis of the preferences, opinions and attitudes of current and potential child-care consumers. Data are organized under the following headings: (1) Introduction and Design Summary, (2) Reasons for Using Care, (3) Satisfaction and Preferences, (4) Factors Influencing Selection, Change and Discontinuance, (5) Attitude on Working Mothers, (6) The Public Role. (MS)

ED131932 PS008951

National Childcare Consumer Study: 1975. Volume II: Current Patterns of Childcare Use in the United States.

Rodes, Thomas W.

Unco, Inc., Washington, D.C.

Sponsoring Agency: Office of Child Development (DHEW), Washington, D.C.

Contract No.: HEW-105-74-1107

Publ. Date: 75 Note: 299p.; For other volumes of this study, see PS 008 950-953; Some tables may reproduce poorly
EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage.

Descriptors: Age Differences/ Certification/ *Child Care/ Child Care Centers/ Costs/ Cultural Factors/ *Day Care Services/ Economic Disadvantage/ Elementary School Students/ Family Day Care/ Family Environment/ Family Structure/ Infants/ Junior High School Students/ Mothers/ *National Demography/ *National Surveys/ Nursery Schools/ Nutrition/ Parent Attitudes/ Preschool Children/ *Questionnaires/ Race/ Research Design/ Research Methodology/ Socioeconomic Background/ *Statistical Data/ Transportation/ Working Parents

Identifiers: Project Head Start

This is the second of three study reports on the national incidence of child care usage as well as consumer needs, preferences, attitudes and opinions on child care, based on 4609 personal interviews conducted in 1975 from a national probability sample of households with children under 14 years of age. The study was sponsored by the Office of Child Development of the U.S. Department of Health, Education and Welfare. This volume reports the prevalence of use among various types of child care, describes the population subgroups who use care, and provides an analysis of the patterns and trends of usage. Data are organized under the following headings: (1) Sampling Methodology and Design, (2) Analytic Framework, (3) Simple Incidence of Usage, (4) Hours Used Per Capita: A Summary Usage Index, (5) Characteristics of Substantial Users, (6) Payment Mode and Formality of Care, (7) Costs of Child Care, (8) Transportation Arrangements, and (9) Summary Discussion and Conclusions. (MS)

ED130800 PS008954

Licensing Standards for Day and Night Care Homes.

Illinois State Dept. of Children and Family Services, Springfield.

Sponsoring Agency: Office of Child Development (DHEW), Washington, D.C.

Grant No.: OCD-CB-509

Publ. Date: 76 Note: 40p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors: *Certification/ Child Care/ *Child Care Workers / *Day Care Services/ *Early Childhood Education/ Elementary School Students/ *Family Day Care/ Family Structure/ Handicapped Children/ Health Services/ Infants/ Nutrition/ Preschool Children/ Records (Forms)/ Social Services/ *Standards

Identifiers: *Illinois

This booklet contains the licensing standards for day and night care homes established by the Illinois Department of Children and Family Services. A day care home is described as a place away from home where a child can feel cared for and cared about. Standards have been set up to provide a safe, secure day care home with responsive and caring adults, and the regulations are divided into the following major areas: licensing, records and reports, home facilities, the day care family, services to children, children with special needs, school age children, night care and infants and toddlers. (MS)

ED130797 PS008940

The Family Day Home System: What Is It? How Does It Work? A Comparison of Eight Family Day Home Systems in Texas.

Texas State Dept. of Community Affairs, Austin, Office of Early Childhood Development.

Publ. Date: Sep 76 Note: 21p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors: Budgeting/ Certification/ Child Care Workers/ *Early Childhood Education/ *Family Day Care/ Fees/ Health Services/ Management/ Parent Participation/ Parents/ *Program Administration/ *Program Descriptions/ *Program Evaluation/ Selection/ Social Services/ Training

Identifiers: Texas

This pamphlet defines and discusses the family day home system. A family day home is a private home where six or fewer children under 14 years of age, including the day care giver's own children, are cared for during a part of the 24-hour day. Several family day homes under the auspices of one agency comprise a family day home system. Usually the system is administered by a child-placing agency. The family day home system is outlined in terms of agency staff structure, fiscal arrangements, and support social and health services. The selection and certification of family day homes is discussed as well as management procedures, the day home care givers, their training, the children, acceptance criteria, policy on absences and parent involvement. Incentives and limitations of the program are also discussed. The appendix contains facts and figures on eight Texas family day home systems. (MS)

ED130792 PS008935

Daytime Care of Children: October 1974 and February 1975. Current Population Reports: Population Characteristics.

Waite, Linda J.

Bureau of the Census (DOC), Suitland, Md. Population Div.

Publ. Date: Oct 76 Note: 28p.; Not available in hard copy due to print size of original

Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, D. C. 20402 (Current Population Reports, Series P-20, No. 298)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors: *Child Care/ *Day Care Services/ Demography/ *Elementary School Students/ *Family Day Care/ Family Income/ Labor Force/ Low Income Groups/ Marital Status/ *Mothers/ Negro Mothers/ One Parent Family/ Population Trends/ *Preschool Children/ Statistical Surveys/ *Working Women

This report presents data on daytime care arrangements for children aged 3 to 13 of working and non-working mothers. Presented by age, race and school enrollment of the child, marital status of the mother and family income, data were collected through two surveys: one of day care arrangements for children aged 3 to 6 and another for children aged 7 to 13. About one half the report consists of statistical tables and charts. Data indicate that, of the approximately 41

million children aged 3 to 13 in the United States about 33 million are usually cared for by a parent while not in school. For the additional eight million, other arrangements are made for daytime care. The most common arrangement is care in the child's home by a relative, with 2.1 million children aged 3 to 13 cared for in this way. An additional 1.8 million (mostly in the 7 to 13 age group) care for themselves. Fairly small proportions are taken to an outside home for care, either to a relative or non-relative (about 1.2 million to each), or to a day care center (326,000). The use of a day care center is thus the least often reported child care arrangement in the United States, involving approximately 2 per cent of children aged 3 to 6. Approximately two-fifths of all children from 3 to 13 years of age have working mothers, with three-fifths of these reported under parent care when not in school. Type of care provided for grade school children was found to vary only slightly by income level of the family. (BF)

ED130782# PS008916

Perspectives on Infant Day Care.

Elardo, Richard, Ed.; Pagan, Betty, Ed.

Southern Association on Children Under Six, Orangeburg, S.C. Publ. Date: 76 Note: 110p.; For abstract of first edition of this publication, see ED 063 016

Available from: Southern Association on Children Under Six, Box 5403, Brady Station, Little Rock, Arkansas 72205 (\$4.00)

Document Not Available from EDRS.

Descriptors: *Child Development/ Class Organization/ *Day Care Services/ Disadvantaged Youth/ *Early Childhood Education / *Educational Objectives/ Family Day Care. Financial Support/ Health/ *Infants/ Instructional Materials/ Language Development/ Lesson Plans/ *Literature Reviews/ Program Planning/ Socioeconomic Influences/ Staff Role/ Teaching Methods

Identifiers: *Infant Day Care/ SACUS/ Southern Association on Children Under Six

This second edition contains articles on (1) infant day care, (2) day care as a way to extend parental support systems, (3) meeting developmental needs of infants, (4) ecology of day care, (5) ecology of infant day care, (6) quality care for infants, (7) the daily schedule, (8) precautions in establishing infant day care, (9) teaching--learning activities, (10) guiding principles and practical suggestions for infant day care programs, (11) family day care, (12) health of children in group day care, (13) sound health practices for day care infants. (MS)

ED129469 PS008894

Infant Day Care: An Abstract Bibliography.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

Publ. Date: Oct 76 Note: 45p.

Available from: Publications Office, I.C.B.D., College of Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog No. 152, \$2.25)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors: Affective Behavior/ *Annotated Bibliographies/ Child Care/ *Child Care Centers/ Child Development/ Cognitive Development/ *Day Care Programs/ Day Care Services/ *Early Childhood Education/ Emotional Development/ Family Day Care/ Infant Behavior/ *Infants/ Parent Child Relationship/ Parent Education/ Parent Role/ Preschool Children

This selective bibliography cites recent ERIC documents and journal articles focusing on various aspects of infant day care including the effects of day care on infant development and on parent-child interaction and program and staff requirements for infant day care. Entries include resumes from "Resources in Education" (RIE), August 1972-August 1975, and journal article citations from "Current Index to Journals in Education" (CIJE) April 1973 to September 1975. Abstracts and major and minor descriptors are part of each entry. (MS)

ED129438 PS008848

Day Care Licensing Improvement Project. Final Report.

Harrold; Jeralyn D.

Michigan State Dept. of Social Services, Lansing.

Sponsoring Agency: Office of Child Development (DHEW), Washington, D.C.

Grant No.: ODCB-CB-510

Publ. Date: Feb 76 Note: 84p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors: Bibliographies/ *Certification/ Child Care Centers/ Data Collection/ *Day Care Services/ Demonstration Programs/ *Family Day Care/ Historical Reviews/ *Professional Training/ *Program Descriptions/ Records (Forms)/ Staff Improvement/ State Action/ *State Licensing Boards/ State Supervisors/ State Surveys

Identifiers: Day Care Licensing/ *Family Day Care Registration/ Michigan

This progress report evaluates the Day Care Licensing Improvement Project (Jan. 1, 1974 - Dec. 31, 1975) designed by the Michigan Department of Social Services. The four project objectives are reported on. Projects dealt with developing and improving licensing procedures through public education and by training licensing consultants in order to upgrade the level of care in family day care homes and day care centers, and evaluating the registration process, a variant to the licensing of family day care homes. The document contains the interim report of the Demonstration Project for the

Registration of Family Day Care Homes and the Staff Resource Library Bibliography, an outgrowth of the licensing training program. The interim report deals with the historic development of day care and day care regulation; registration, overview, process and significance; development, training and planning to study registration as possibly a more appropriate type of regulatory process than the licensing method; methods of comparing licensing and registration; findings and recommendations. Data tools are appended. (BF)

ED129426 PS008828

The Need for a Comprehensive Care and Education Service for Pre-School Children.

Blackstone, Tessa

Publ. Date: 10 May 76 Note: 18p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors: Changing Attitudes/ Child Care/ *Comprehensive Programs/ *Day Care Services/ Disadvantaged Groups/ Educational Alternatives/ *Educational Policy/ Equal Education / Family Day Care/ Family Role/ *Family Structure/ *Government Role/ Historical Reviews/ Nursery Schools/ Policy Formation/ *Preschool Education/ Social Structure/ Socioeconomic Influences/ Working Women

Identifiers: Nuclear Family/ *United Kingdom

An argument is presented for a comprehensive and universal system of care and education for preschool children outside the family. Current institutional arrangements in the United Kingdom for government provision of education and care for young children are discussed and proposals are made for alternative ways of providing this service. It is suggested that certain traditional views of the family and its role in society are outmoded and that the position of children in society has changed. Subsection topics are: the family, children, history of provision for young children in Britain, aims of nursery education, the divided system (i.e. division between nursery care and nursery education), alternative systems, and problems of implementation. The conclusion emphasizes that problems cited are not unique to Britain but are common to almost all industrial societies. The realities of the high cost of outside care and education are also underlined. (BF)

ED126093 PS008786

Infant and Early Childhood Education and Socialization in Sweden.

Wahab, Zaher

Publ. Date: 13 Apr 76 Note: 13p.; Paper presented at the Annual National Conference of the Association for Childhood Education International (Salt Lake City, Utah, April 13, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors: Administrative Organization/ *Child Care Centers/ Community Responsibility/ *Day Care Programs/ *Early Childhood Education/ Educational History/ Educational Objectives/ Family Day Care/ Financial Support/ *Foreign Countries/ *National Programs/ Parent Attitudes/ Socialization / Staff Role

Identifiers: *Sweden

This paper describes early childhood education programs in Sweden, focusing on their history and development, administration, goals and objectives, admissions policies, structure, expenditures, program of activities, facilities, staffing, daily routine, problems and criticisms. Beginning in 1902, legislation provided for the care of abused and foster children. Government involvement increased steadily, blossoming in the 1960s and '70s when labor shortages, increased interest in women's roles and emphasis on enrichment of the preschool environment led to the establishment of a law requiring municipalities to offer free preschool services. Day care administration presently starts at the national level with the Ministry of Health and Social Welfare. Individual child centers are run by municipalities, which, though fairly autonomous, must implement state decisions and regulations. The theoretical base of preschool education in Sweden is a combination of theories and practices from Germany, Britain, and the U.S. In addition to meeting the needs of children, centers are designed to meet parental needs. The centers also serve the society's goal of eliminating class distinctions. Many center staff members are politically radical and ideologically oriented in their work at the centers. Different forms of child care are available with the daghem, or day home, being the most common and structured. Problems in the system include high staff turnover, inadequate coordination between the centers and educational institutions, and a lack of parental involvement. Criticisms include concern over the amount of time children spend at the centers, and differing views as to the role of the centers. (SB)

ED127049 PS008799

Child and Family Services Act, 1975. Joint Hearings Before the Subcommittee on Children and Youth and the Subcommittee on Employment, Poverty, and Migratory Labor of the Committee on Labor and Public Welfare, United States Senate, and the Subcommittee on Select Education of the Committee on Education and Labor, House of Representatives, Ninety-Fourth Congress, First Session, Part 9.

Congress of the U.S., Washington, D.C. House Committee on

Education and Labor.; Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare.

Publ. Date: 20 Jun 75 Note: 489p.; Several pages of the original document are copyrighted and therefore not available. They are not included in the pagination; Not available in hard copy due to print size of original; For related documents, see PS 008 790-798

EDRS Price MF-\$1.00 Plus Postage. HC Not Available from EDRS.

Descriptors: *Child Care/ Child Care Centers/ Child Welfare/ *Day Care Services/ *Early Childhood Education/ Educational Legislation/ Family Day Care/ *Family Programs/ *Federal Legislation/ *Federal Programs/ Health Services/ Infants/ Medical Services/ Migrant Welfare Services/ Minority Groups/ Nutrition/ Parents/ Preschool Children/ Social Services/ Standards/ State Federal Aid

Identifiers: *Child and Family Services Act/ Legislative Hearings

This document records proceedings of the joint hearings on the Child and Family Services Act, 1975 (bills S.626 and H.R.2966). Included are witnesses' testimony of June 20, and July 15, 1975, statements presented, and additional information (including related publications, communications, resolutions and responses). (SB)

Additional hearings on the Child and Family Services Act are reported in ED 127 040 - 127 048.

ED127012 PS008703

Family Day Care: An Education and Support System Model
Developed by Cooperative Extension of New York State.

Crowe, Natalie D.; Pine, Barbara A.

Cornell Univ., Ithaca, N.Y. Cooperative Extension Service.

Sponsoring Agency: Extension Service (DOA), Washington, D.C.
Publ. Date: 76 Note: 34p.

Available from: Publications Mailing Room, Research Park,
Building 7, Cornell University, Ithaca, New York 14853 (Paper,
free of charge)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors: Booklists/ Child Care Workers/ *Community
Programs/ *Early Childhood Education/ *Extension Education/
*Family Day Care/ Mothers/ Outreach Programs/ *Pilot Projects/
Preschool Workshops/ Program Descriptions/ *Resource Guides/
Teenagers

This publication describes a pilot community based
educational and support program for family day care. Program
components include: a resource center and meeting place for
family day care providers; informal weekly adult education
programs (with planned activities for children); staff
training; an 8-week certificate course for family day care
parents; and outreach services for the community. Supports to
family day care include an equipment loan service, linkage to
the community human services network, a referral service for
parents, a teen-aide program and a monthly newsletter.
Included in the report are resources for persons developing
similar programs, including: (1) an approach to assessing
community needs and resources, (2) components of the family
day care pilot program, (3) a worksheet to assist in an
inventory of resources and alternatives, (4) topics covered
and resource persons used at the weekly educational programs,
(5) an outline of the certificate training course and list of
training materials, and (6) reference material used in the
pilot program. (Author/MS)

ED127003 PS008561

Evaluation of Comprehensive Child Care, San Jose,
California. Final Report.

Pacific Training and Technical Assistance Corp., Berkeley,
Calif.

Sponsoring Agency: Santa Clara County Dept. of Social
Services, San Jose, Calif.

Publ. Date: Apr 72 Note: 286p.; For related document, see
PS 008 560

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage.

Descriptors: Administrative Organization/ *Comprehensive
Programs/ *Day Care Services/ Demography/ *Early Childhood
Education/ Elementary School Students/ Evaluation Criteria/
Family Day Care/ Federal Aid/ Interviews/ *Methods/ Mexican
Americans/ Negroes/ Nutrition/ Parent Attitudes/ Parent
Participation/ Physical Facilities/ Preschool Children/
*Program Descriptions/ *Program Evaluation/ Questionnaires/
Standards

Identifiers: *California (San Jose)/ Model Cities

This report is a comprehensive study and evaluation of a
child care program (five day care service programs funded to
serve 230 children) developed by the San Jose Model Cities
Health and Social Service Task Force. Part I describes the
framework of the evaluation; Part II consists of evaluations
of each of the five programs; and Part III is a systemic
overview. The evaluation design used was an adapted classical
model for effective impact evaluation which starts with an
identification of the goals and objectives of a program and
then proceeds to determine the extent to which they are
attained. A list of goals and criteria was prepared and used
to evaluate the centers. Data were gathered through
interviews, questionnaires and on-site observation. Detailed
information on population to be served and eligibility,
environmental standards, parent involvement, staffing,
educational services offered, health and nutrition, social
services, and administration and coordination is presented for
each program and recommendations for change or improvement are
made. (MS)

ED125758 PS008652

Family Day Care: Suggestions, Ideas, Guides.

Saunders, Minta M., Ed.; Sherrod, Betty C., Ed.

United Day Care Services, Greensboro, N.C.

Publ. Date: Mar 75 Note: 213p.; Not available in hard copy
due to marginal legibility of sections printed on colored
paper in original document

Available from: Infant Care Project, University of North
Carolina at Greensboro, Greensboro, North Carolina 27412
(\$10.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from
EDRS.

Descriptors: Administration/ Child Care Workers/ *Day Care
Programs/ *Day Care Services/ *Family Day Care/ *Guides/
Management/ Parent Role/ *Program Development

Identifiers: *United Day Care Services

This manual was developed by the United Day Care Services,
Inc. and is intended to serve as a guide for others who are
planning to work in the area of family day care. The history
of the development of the United Day Care Services' family day
care unit is summarized and a brief resume of how the unit
operates is presented. The areas covered in the manual
include: (1) agency administration of a family day care
system, (2) administrative staff forms, (3) family day care
mother's orientation, (4) procedures for opening a family day
care home, (5) child development training for family day care
mothers, (6) management training, and (7) parents and family
day care. Sample materials such as applications, job
descriptions, notes, forms, policies, and agreements are
contained in the manual. (JMB)

ED125737 PS006522

Choosing Child Care: A Guide for Parents.
Auerbach, Stevanna; Freedman, Linda
Parents and Child Care Resources, San Francisco, Calif.
Publ. Date: 76 Note: 60p.

Available from: Choosing Child Care, Parents and Child Care Resources, 1855 Folsom Street, San Francisco, California 94103 (Paper, \$3.00, plus \$0.50 postage; discount rates on quantity orders)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors: Budgets/ Check Lists/ Child Care/ *Child Care Centers/ Child Care workers/ *Community Resources/ Day Care Services/ Early Childhood Education/ Educational Environment/ *Evaluation Criteria/ *Family Day Care/ Guides/ Parent Child Relationship/ *Parent Education/ Physical Environment/ Social Environment/ Working Women

Identifiers: *Babysitters

This booklet, designed for working parents, presents a step-by-step process for locating and making informed choices concerning child care alternatives. Included are suggestions for finding babysitters, child care centers, and family day care homes which satisfy extensive checklists of physical, social, emotional, and learning environment criteria. The checklists provide a means of evaluating the child care environment, staff-child relationships, and activities offered in each child care situation. In addition, suggestions are provided for: (1) contacting community child care resources, (2) budgeting for child care, (3) preparing the child for the child care center or family day care home, and (4) parent participation in the child care program. A list of additional reading resources for parents is also included. (BRT)

ED125736 PS008253

Day Care Evaluation Manual.
Council for Community Services in Metropolitan Chicago, Ill.
Sponsoring Agency: Office of Child Development (CHEW), Washington, D.C.

Grant No.: OCD-CB-321

Publ. Date: Dec 74 Note: 353p.

Available from: Council for Community Services in Metropolitan Chicago, 64 East Jackson Blvd., Chicago, Illinois 60604 (Paper, Publication No. 7502, \$10.00)

EDRS Price MF-\$0.83 HC-\$19.41 Plus Postage.

Descriptors: Check Lists/ Child Care Centers/ Classroom Observation Techniques/ *Data Collection/ *Data Sheets/ *Day Care Programs/ *Early Childhood Education/ Family Day Care/ Manuals/ *Measurement Instruments/ Objectives/ *Program Evaluation/ Questionnaires/ Rating Scales

Identifiers: Illinois (Chicago)

This manual presents instruments for evaluating the program and facilities of day care centers and family day care homes serving nonhandicapped children aged 3-5. Chapter 1 discusses child care evaluation in general and outlines the rationale underlying this evaluation system (including the principle

that day care evaluation should assess program input rather than output). Subsequent chapters include descriptions of: (1) development, field testing, and revision of both the evaluation forms and the supportive information provided in the manual; and (2) administering evaluation and scoring forms, and summarizing data. An appendix, comprising four fifths of the document, contains all 27 forms used in the evaluation system. These include: (1) identification forms, which summarize information on the facility and clients; (2) objectives forms, which help center and supervising agency staff to establish the standards for evaluation; (3) a form that summarizes the organization and procedures used at the center and identifies the location of supporting documents (which could prove that the services are actually provided as described); (4) staff questionnaires, which provide partial verification of information in the organization and procedures form and also measure staff knowledge and staff morale; (5) checklists of equipment, and physical facilities and their utilization; and (6) forms for observer ratings of group experiences, individual caretakers and routine activities. (CHW)

ED124285 PS008629

Family Day Care: A Cooperative Extension Pilot Program.
Third Annual Report.

State Univ. of New York, Ithaca, Coll. of Human Ecology at Cornell Univ.

Sponsoring Agency: Extension Service (DOA), Washington, D.C.
Report No.: USDA-CA-12-05-300-211

Publ. Date: Jun 75 Note: 185p.

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors: Adult Education/ *Child Care Workers/ Community Development/ Day Care Services/ *Early Childhood Education/ *Extension Education/ *Family Day Care/ Interviews/ Pilot Projects/ Preschool Education/ *Program Descriptions/ Program Evaluation/ Program Planning/ Questionnaires/ Reports/ *Training

Identifiers: *New York

This report describes a community-based program of continuing education and support for family day care providers in Nassau County, New York. Chapters are: (1) Overview and Summary of the Pilot Program, (2) Situation Giving Rise to the Pilot Program, (3) Planning the Pilot Program, (4) Preparation for Implementation (including recruitment, negotiations with Nassau County, preparation of publications, site selection, in-service education), (5) Development and Conduct of the Program, (6) Evaluation of the Program, and (7) Recommendations. Appendices, comprising more than half of the document, include budget information, announcements and newsletters published by the program, and evaluative instruments used. (\$8)

ED122940 PS008570

The Impact of the Caregiver in the Socialization of Young Children in Home Day Care Settings: A Case Study, Comparative Approach.

Colbert, Janice; Enos, Marci M.

Roosevelt Univ., Chicago, Ill. Coll. of Education.

Sponsoring Agency: Spencer Foundation, Chicago, Ill.

Publ. Date: Apr 75 Note: 34p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors: *Child Care Workers/ Comparative Analysis/ *Early Childhood Education/ *Family Day Care/ Research Proposals/ Role Perception/ *Self Concept/ *Socialization/ Values/ Work Attitudes

This report describes the results (to date) of an ongoing exploratory study of the impact of home day caregivers on the children in their care with specific attention to the nature of the child-caregiver interaction. From in-depth interviews with the caregivers and naturalistic observation, the one factor which emerged as most salient in terms of differentiating the character of the interaction was "occupational self-concept" of the caregiver. The study explored the hypothesis that the more the caregiver perceives an educational and professional view of her role, the greater the likelihood that the caregiver will use a teaching-learning approach with the children. The hypothesis was found to be viable and worthy of further investigation. The report briefly summarizes the intent of a planned research project which developed from the original pilot study, and discusses the major implications for policy and further research. Appendices, which make up approximately half of the document, provides summary descriptions of the caregivers and other project-related materials. (Author/BRT)

ED121481 PS008554

Texas' Youngest Children: Texas Household Survey of Families with Children Under Six.

Brewer, Anita, Ed.; McKee, Diann, Ed.

Texas State Dept. of Community Affairs, Austin, Office of Early Childhood Development.

Publ. Date: Nov 75 Note: 43p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors: Child Care/ *Child Welfare/ Day Care Programs/ Demography/ *Early Childhood Education/ *Family (Sociological Unit)/ *Family Characteristics/ Family Day Care/ Family Health / Family Income/ Family Mobility/ One Parent Family/ Parent Attitudes/ *State Surveys/ Working Parents

Identifiers: *Texas

This booklet presents a summary of the results of a survey of 1,000 Texan families with children under 6 years of age. The survey (commissioned by the Texas Department of Community Affairs in 1973) was conducted to gather data on families (e.g., age, income level, and education of parents), the

health and development of children, and child care arrangements. Some of the noteworthy findings which emerged from the data are: (1) 74% of families with children under 6 in Texas have moved in the last 5 years; (2) 54% of Texan families with children under 6 live in poverty or borderline poverty; (3) 97% of the fathers and 40% of the mothers of children under 6 work; (4) 41% of the mothers and 35% of the father with children under 6 in Texas have not completed high school; (5) 7 of every 8 single parent families live in poverty; (6) almost 1 in every 3 families have no health insurance; (7) about 33% of all children under 6 are in some kind of child care arrangement; and (8) the most frequently mentioned wishes mothers had for their children were good health, education, and a happy life. Included are discussion questions and data tables. (BRT)

ED121473 PS008543

A Comparative Analysis of Day Care Licensing Standards. Final Report.

Hinze, Richard H., Comp.; And Others

Hawaii State Commission on Children and Youth, Honolulu.;
Hawaii State Community Coordinated Child Care (4-C) Committee,
Honolulu.

Sponsoring Agency: Office of Child Development (DHEW),
Washington, D.C.

Publ. Date: Jul 75 Note: 281p.

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage

Descriptors: Administration/ *Certification/ Comparative
Analysis/ Day Care Programs/ *Day Care Services/ *Early
Childhood Education/ Family Day Care/ *Federal Programs/
Health Needs/ Mental Health/ Nutrition/ Parent Participation/
Safety/ Sanitation/ Staff Utilization/ *State Standards/
Workshops

Identifiers: *Hawaii

This report provides an analysis and comparison of three types of day care licensing documents: (1) Model State Day Care Licensing Act, (2) State of Hawaii Rules and Regulations Governing Day Care Centers (1966) and Rules and Regulations Governing Family Day Care Homes (1966), and (3) Federal Interagency Day Care Standards. The first part of the report contains (in brief): a summary of background information, the findings of an initial study of day care licensing standards, and the results and recommendations of workshops on the licensing problem. The second part (which comprises 2/3 of the report) contains the document, A Comparative Analysis of Day Care Licensing Standards, which considers in detail such areas as: (1) licensing procedures, (2) facility administration, (3) program requirements, (4) day care staffing, (5) parent participation, (6) children's mental and physical health needs and nutrition, (7) staff health, (8) environment sanitation, and (9) fire and safety requirements. The third part of this report provides the materials and findings of workshops which met to discuss possible revision of Hawaiian licensing standards. (Author/BRT)

ED121464 PS008528

Differential Day Care Placement Project. Final Narrative Report.

Arkansas State Dept. of Education, Little Rock, Div. of
Federal Programs.

Sponsoring Agency: Office of Child Development (DHEW),
Washington, D.C.

Report No.: OCD-CB-426

Publ. Date: 75 Note: 33p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors: *Child Care/ Costs/ Day Care Services/ Family
Day Care/ *Needs Assessment/ *Parent Attitudes/ Parent
Reaction/ *Preschool Children/ Question Answer Interviews/
*State Surveys

Identifiers: *Arkansas

This report presents the findings of surveys conducted in Arkansas to diagnose children's day care needs as directed by parents in the community. Representative samples of approximately 100 parents of preschool children in each of three communities (Fort Smith, Hot Springs, and Texarkana) were interviewed as to the kinds of child care arrangements they were using, their reactions to these arrangements, and their preferences for types of arrangements when given a choice. Overall, the surveys show that parents are concerned about child care but must take what is available. Survey requirements, sample survey forms, and instructions given to volunteer interviewers are included along with data from each community. (ED)

ED121425 PS008458

Day Care: Guide to Reading. (Garde De Jour: Guide Du Lecteur).

Department of National Health and Welfare, Ottawa (Ontario).

Publ. Date: 75 Note: 149p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors: *Bibliographies/ Certification/ Child
Development/ *Day Care Services/ *Early Childhood Education/
*Educational Research/ Evaluation Methods/ Facilities/ Family
Day Care/ Financial Support/ Handicapped Children/ Parent
Education/ Parent Participation/ *Program Descriptions/ Social
Services

Identifiers: Canada

This bibliography contains references to books, articles, project reports, pamphlets, and conference papers (a few written in French) chosen for their easy availability and divided into sections on various topics pertinent to day care services: (1) organization and administration, funding and costing, need for day care; (2) parent involvement, parent education, volunteer programs; (3) research and evaluation, goals and objectives, observation and recording techniques, models; (4) day care and early childhood education, child and family development, one-parent families, working mothers; (5) standards and licensing regulations; (6) industry and/or union day care, cooperative day care, commercial and franchised programs; (7) family day care, out-of-school day care; (8) infant development and day care; (9) children with special needs; (10) facilities, equipment, environment; (11) staffing; (12) health and nutrition; (13) social services; (14) child care programs in countries other than Canada; and (15) program content. The appendix lists Canadian authors and their published work on day care subjects. (ED)

ED121416 PS008362

Children's Rights: Countering the Opposition.

Starr, R. H., Jr.; And Others

Publ. Date: Aug 75 Note: 10p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, Aug. 30-Sept. 3, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors: Child Abuse/ *Child Advocacy/ Child Care Centers/ Child Welfare/ Corporal Punishment/ *Day Care Programs/ *Discipline Policy/ *Early Childhood Education/ Family Day Care/ *State Legislation/ State Licensing Boards

Identifiers: *Children's Rights

The problems of enacting and implementing child advocacy laws at State and Federal levels are presented along with two cases which illustrate these problems and point to the advocacy role that psychologists can perform. The first case deals with the use of corporal punishment in family day care homes in Michigan. In 1974, rules against corporal punishment met strong opposition from many day care home mothers. This opposition led to modifications of the discipline rules and the State Department of Social Services (DSS) subsequently received protests that the language of the rules was now too permissive. The final version of the rules was a compromise between the first and second drafts. The second case reported deals with the difficulty of achieving implementation of enacted child advocacy laws and describes a child care center which (in spite of repeated protests) continued to violate many DSS licensing and fire hazard regulations. The center operator appealed the closing of her program; a review committee was set up to evaluate the validity of DSS claims, and the program is still in operation in open violation of state regulations. No judicial decision has yet been made. Implications of these two cases are discussed. (G0)

ED119875 PS008474

Family Day Care: An Annotated Bibliography.

Younger, Carolyn T., Comp.; And Others

Community Day Care Coalition, Toronto (Ontario); Social Planning Council, Toronto (Ontario).

Sponsoring Agency: Department of National Health and Welfare, Ottawa (Ontario); Ontario Ministry of Community and Social Services, Toronto.

Publ. Date: Sep 75 Note: 44p.

Available from: Project Child Care, Community Day Care Coalition and the Social Planning Council of Metropolitan Toronto, 185 Bloor Street East, Toronto, Ontario, Canada (Paper #1, \$1.50)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors: *Annotated Bibliographies/ Certification/ Child Care Workers/ Child Welfare/ *Community Resources/ *Day Care Services/ Delivery Systems/ Educational Programs/ Evaluation/ *Family Day Care/ Mothers/ Program Planning/ *Quality Control

Identifiers: Project Child Care

This annotated bibliography provides a review of literature

regarding family day care, support systems for family day care, and contingent issues. A total of 70 journal articles, conference papers, progress reports, book chapters and pamphlets are cited; selected critical comments are offered. Some technical weaknesses in studies are noted. Appendices include information on securing pertinent audio-visual materials, lists of day care contact people in Ontario, other day care bibliographies, and selected cross references. (ED)

ED119861 PS008437

Family Day Care Interaction: Caregiver's Own and Day Care Children.

Wandersman, Lois Pall

Publ. Date: 75 Note: 17p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors: Affection/ Behavior Patterns/ *Early Childhood Education/ *Family Day Care/ Family Environment/ Field Studies / Interaction/ *Interaction Process Analysis/ Observation/ *Parent Child Relationship/ *Peer Relationship/ Social Behavior/ Socialization

Identifiers: *Caregiver Child Relationship

This paper describes an ecological observational study of social interaction and cognitive socialization in family day care. The study employs a reciprocal model which analyzes effects of the caregiver on the child and of the child on the caregiver by comparing the interaction of the same caregiver with "own" and "other" children. Similarly, interaction of "own" and "other" children with the peer group in family day care is compared. Interaction in 19 family day care homes was observed. In each home, direct observations were made of two focal children: the caregiver's own child and the day care child closest in age and of the same sex. Six 10-minute observational segments were collected for each focal child over two half days. Comparison of caregiver's "own" and matched "day care" children indicated that: (1) "own" children engaged in more negative social-emotional behaviors and received more discouragement from others; (2) "day care" children played more with peers and alone; and (3) caregivers interacted more with "own" children, watching them more and giving them more affection, while peers participated more with "day care" children. (Author/ED)

ED119850 PS008417

Texas Day Care. Final Report: Day Care Licensing Review Project.

Texas State Dept. of Public Welfare, Austin.

Sponsoring Agency: Children's Bureau (DHEW), Washington, D.C.

Grant No.: OGD-CB-506

Publ. Date: 75 Note: 126p.; Two pages may reproduce poorly due to print size and density

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors: *Certification/ *Child Welfare/ *Day Care Services/ *Early Childhood Education/ Family Day Care/ Fees/ Law Enforcement/ Preschool Programs/ *State Legislation/ *State Standards

Identifiers: *Texas

This report reviews the issues raised in revising the existing Texas child care licensing statute. The brief final report gives an overview of the history of the Day Care Licensing Review Project. Position papers concerning the major issues involved in a consideration of child care regulation in Texas form the bulk of this report and include: (1) consideration of statutory alternatives in the development of an effective legal framework for the licensure of day care facilities for children, including such concerns as period of licensure, provisional licensure, denial and revocation of licenses, and methods of enforcement; (2) review of alternative State roles in the regulation of private preschool education facilities in Texas; (3) discussion of the possible alternatives for regulating child care in Texas and description of several models for registration of family day care homes; and (4) consideration of the issues involved in fee charging for day care licensing. These issues were discussed at four regional forums attended by day care directors, lawyers, judges, educators, parents and child care professionals. Summaries of their responses to these position papers are included in the report, as well as transcripts of the original Texas child care licensing statute and the child care licensing act of 1975. (ED)

ED119848 PS008415

Child Care in Denmark: Part I. Policies and Daytime Programs in Their Social Context.

Dubin-Snyder, Constance G.

Publ. Date: Nov 74 Note: 120p.; Masters Thesis, Bank Street College of Education

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors: Administrative Organization/ Child Welfare/ Community Responsibility/ *Day Care Services/ *Early Childhood Education/ Educational Philosophy/ Family Day Care/ *Foreign Countries/ Government Role/ Historical Reviews/ Infants/ Parent School Relationship/ *Preschool Programs/ *Program Descriptions/ Teacher Education

Identifiers: *Denmark

This study offers a description of the daytime programs and

facilities serving the preschool population in Denmark, with emphasis on the types of programs offered, their administrative organization, minimum standards, scope and cost, and supply and demand. The greatest detail is given to the "bornehave" and "bornehaveklasse" serving the 3-to 7-year-old population. These programs are seen in their historical perspective and contemporary context with regard to the Danish social responsibility and policies for child welfare. Educational philosophies behind the programs and the official goals for them are reported. Other institutions generally related to the early childhood education process (such as colleges for teacher training and further education, education libraries, research institutes, teacher centers) were investigated. The journals and organizations publishing materials relevant to child care are reviewed, and the nature and extent of Danish research in early childhood are reported. (Author/ED)

ED119846 PS008413

Day Care Licensing Policies and Practices: A State Survey.
July 1975.

Education Commission of the States, Denver, Colo.

Sponsoring Agency: Children's Bureau (DHEW), Washington,
D.C.

Report No.: R-72

Grant No.: OGD-CB-167

Publ. Date: Aug 75 Note: 62p.

Available from: Education Commission of the States, 300
Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203.
(ECS Report No. 72, Paper, \$2.50); A few pages may not
reproduce well in hard copy due to small print

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors: Administrative Organization/ *Certification/
*Day Care Services/ Facilities/ Family Day Care/ Financial
Support/ Inspection/ Interagency Coordination/ *National
Surveys/ Questionnaires/ Social Services/ *State Legislation/
*State Standards

This report presents data from a state-by-state survey of
recent legislative action taken in revising day care licensing
statutes and similar action taken in revising administrative
procedures. A questionnaire was developed for surveying each
of the 50 states, plus New York City and the District of
Columbia, to obtain four types of information: (1) knowledge
and use of the OGD "Guides for Day Care Licensing"; (2) recent
legislation and changes in regulations for day care licensing;
(3) state emphasis on day care licensing as evidenced by
organizational structure, procedures and staffing; and (4) the
need for and interest in receiving materials and technical
assistance and participating in regional workshops.
Questionnaires were distributed during 1974 and a follow-up
in-depth telephone survey was conducted during July 1975 to
update the data. Information is presented in six major tables:
(1) nature and status of state day care licensing statutes
(including 1970-75 statute changes); (2) nature and status of
state day care licensing regulations and standards; (3)
classification of facilities and licenses; (4) statewide
organization of day care licensing; (5) licensing unit duties
and staff; and (6) state licensing data. A brief introduction
to the tables offers analysis and interpretation of the data.
(ED)

ED118265 PS008371

The Red Hook Family Day Care Training Program.

Brout, Betty Lea; Krabbenhoft, Ken

Publ. Date: 75 Note: 19p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors: Day Care Services/ *Early Childhood Education/
*Educational Programs/ *Education Service Centers/ *Family Day
Care/ Home Visits/ One Parent Family/ *Parent Education/
Poverty Programs

Identifiers: ACD/ *Agency for Child Development

This paper describes the Family Day Care Program, a publicly

funded service with 1,800 providers serving 8,000 children in
the five boroughs of New York City. The children, ranging in
age from 2 months to 12 years, are cared for from 8 a.m. to 6
p.m. In each of the private licensed homes are a maximum of 6
children including those of the provider. Approximately 70
percent of the children enrolled are from single parent homes
and most come from poverty level homes. The major sections of
the paper cover the training and support services offered by
the Red Hook training center for day care providers and
parents, with anecdotal reports on the success of each
program. Each provider receives (1) a comprehensive 4-week
training course given at the center, and (2) follow-up
supportive counselling, information and educational materials
from Red Hook educational aides on biweekly visits. Workshops
are given at the center for mothers of children receiving
care. A bilingual/bicultural program has been designed to
cater to the predominantly Spanish-speaking population, and
course credits towards the Bachelor of Professional Studies
are available to highly motivated providers. A licensed early
childhood education teacher is hired for every 40 to 50 family
day care homes. (GO)

ED118236 PS008306

California Child Day Care Licensing Task Force: Report and Recommendations.

California State Health and Welfare Agency, Sacramento. Office of Educational Liaison.

Publ. Date: 31 May 75 Note: 132p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors: Administration/ Child Abuse/ Consultants/ *Day Care Programs/ *Family Day Care/ Government Role/ Interagency Coordination/ Personnel Management/ *Policy Formation/ *State Licensing Boards/ *State Standards/ Teacher Certification/ Zoning

Identifiers: California/ *Day Care Licensing

This report contains information relevant to policies for child day care regulation in California. An introductory section of the report briefly provides background information on the development and goals of the California Day Care Licensing Task Force, summarizes policy recommendations, and defines the terms used in the report. Separate committee policy reports are presented on the following topics: (1) philosophy underlying the licensing effort and feasibility of alternatives to licensing; (2) administrative organization and integration of regulatory programs; (3) standards; (4) supervision, consultation, and personnel administration; and (5) enforcement. A discussion of task force policy recommendations is offered. The appendices, comprising more than one-half of the report, include: (1) a short history of day care licensing in California; (2) the full text of several issue papers prepared by task force consultants which deal with day care and child development program licensing, standards, and administration; and (3) a selected bibliography of additional reference materials. (ED)

ED118223 PS008269

New York City Infant Day Care Study. Input Section: Final Progress Report, February 1, 1972-October 31, 1974.

Medical and Health Research Association of New York City, Inc., N.Y.

Sponsoring Agency: Office of Child Development (DHEW), Washington, D.C.

Report No.: OCD-CB-118

Publ. Date: 75 Note: 404p.

EDRS Price MF-\$0.83 HC-\$22.09 Plus Postage

Descriptors: *Child Development/ Cognitive Development/ Data Analysis/ Data Collection/ *Day Care Services/ *Early Childhood Education/ Family (Sociological Unit)/ *Family Day Care/ Infants/ Intelligence Tests/ Interviews/ *Longitudinal Studies/ Observation/ Physical Development/ Research Design/ Research Methodology/ Social Development

Identifiers: *New York City Infant Day Care Study

This report concerns the field procedures and data analysis being used in the New York City Infant Day Care Study, a large-scale longitudinal study examining publicly-funded, community-controlled group and family day care programs in New

York and comparing the effects of these programs and of home rearing on children and their families. Children's development and the patterns of care provided to them in group and family day care, as well as at home, are being evaluated and compared in three major areas: (1) child's health, nutrition, and physical development; (2) child's cognitive, linguistic, social, emotion, and personality development; and (3) family development. Procedures for assessing program input and developmental outcomes in these areas are described and design of the data analysis is discussed. The appendices, comprising most of the report, include (1) identification of committee members, (2) forms and manuals for the field procedures (three fourths of the report), and (3) material relevant to the data analysis procedures and analytical framework. (Authors/ED)

ED116817 PS008332

Guaranteeing Quality in Child Care.

Morgan, Gwen G.

Publ. Date: 3 Apr 75 Note: 14p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors: Accreditation (Institutions)/ Certification/ Consultants/ *Day Care Services/ *Early Childhood Education/ Employment Qualifications/ Facility Requirements/ Family Day Care/ Financial Policy/ *Government Role/ Information Services / Interagency Coordination/ *Public Policy/ *Standards/ State Licensing Boards/ State Standards

This paper presents a discussion of state and federal licensing and regulation of child care services. A hierarchy of the kinds of regulation is defined: (1) basic preventive/protective requirements (related to zoning, fire and safety, sanitation, and basic day care licensing); (2) administrative standards for publicly operated programs (equal to or better than basic private day care licensing requirements); (3) funding standards or fiscal regulation of publicly financed programs; (4) qualifications of the staff regulated by credentialing; and (5) standards of quality for model programs (accreditation). Some of the problems involved in establishing and administering these kinds of regulations are discussed. Consultation, technical assistance, education of the public, community organization, staff development, evaluation, and information centers are identified as nonregulatory ways of pursuing quality child care. (Consultation and information services are briefly discussed.) Some of the special problems involved in licensing family day care homes are explored, and a workshop sheet of questions pertinent to quality child care is provided. (ED)

ED116806# PS008289

Playgroups: Do It Ourselves Childcare.
Yoskowitz, Anita, Ed.; And Others
Childcare Switchboard / Single Parent Resource Center, San Francisco, Calif.

Publ. Date: 75 Note: 29p.

Available from: Childcare Switchboard/Single Parent Resource Center, 3896 24th Street, San Francisco, California 94114 (Paper, \$0.75, plus \$0.26 postage).

Document Not Available from EDRS.

Descriptors: Child Care Centers/ *Community Information Services/ *Cooperative Programs/ *Day Care Services/ *Early Childhood Education/ Family Day Care/ Informal Organization/ Instructional Materials/ Learning Activities/ *Parent Associations/ Planning/ Resource Units

Identifiers: *Play Groups

This booklet is a comprehensive report and resource manual on parent-run cooperative playgroups based on 2 years of experience by the Childcare Switchboard in San Francisco, which refers parents to playgroups, family day care homes, and child care centers in the city and offers advice and help to fledgling playgroups. Practical advice is given on the following topics: playgroup size, age range, location, equipment, finances, teachers, daily routine, medical information, and work schedule. Short descriptive reports on the beginnings and progress of four playgroups are given as examples. Licensing regulations (in California), the importance of good community relations, and guidelines for choice and design of rented community property are each described. Also provided are lists of activities and resources for playgroups in San Francisco, including suitable places to visit, and toys and other resource materials available from the switchboard's toy lending service. Suggestions for play groups in any locality include a list of indoor activities and information for obtaining books, films, toys, and free materials. (GO)

ED116781 PS008203

A Comparison of Three Levels of Structure of Educational Programs in Family Day Care.

Goodman, Norman; And Others

Institute for Research and Evaluation, Inc., Hempstead, N.Y.

Sponsoring Agency: Office of Child Development (DHEW). Washington, D.C.

Report No.: OCD-CB-209

Publ. Date: 75 Note: 125p.; Not available in hard copy due to reproducibility of original document

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors: *Cognitive Development/ Cognitive Measurement/ Comparative Analysis/ *Early Childhood Education/ *Experimental Programs/ Family Background/ *Family Day Care/ Intervention/ Paraprofessional School Personnel/ Preschool Children/ Questionnaires/ Rating Scales/ Social Behavior/

*Social Development/ Teacher Influence

Identifiers: *Structured Programs

This research project evaluated and compared three educational programs of high, medium, and low structure in family day care settings for a period of 10 months, to determine their impact on cognitive and social development in 60 children aged 2 1/2 to 4 years. The high-structure program followed the Bereiter-Engelmann approach, the medium-structure program was an adaptation of Levenstein's Verbal Interaction Program, and the low-structure situation involved friendly visitation with a child by an adult with no consistent philosophy or pedagogical program. A total of 52 children was assigned to experimental groups which differed on two main dimensions: the degree of structure and the delivery system. The two delivery systems consisted of paraprofessional teachers either working alone with the children or cooperating with the day care mother. In addition, eight children were assigned to a family day care control condition. Results of pre- and posttesting with three cognitive measures indicated that children in each of the intervention groups showed improvements above those of the control group, but that there were no differences between intervention groups. No distinct pattern of effects was found on the sociobehavioral ratings made by teachers for any of the experimental groups. (GO)

ED116779 PS008200

A Descriptive Study of Day Care Arrangements for School Age Children. Final Status Report.

Pacific Oaks Coll., Pasadena, Calif.

Sponsoring Agency: Office of Child Development (DHEW), Washington, D.C.

Publ. Date: May 75. Note: 19p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors: After School Activities/ After School Centers/ After School Education/ After School Programs/ Day Care Programs/ Elementary Education/ Family Day Care/ Legal Problems/ School Recreational Programs/ School Role/ Space Utilization/ Staff Role/ State Standards/ Summer Schools

This 2-year study describes existing day care arrangements for school age children and examines the problems of providing day care for these children. A total of 30 day care centers and 73 family day care homes were included in the analysis, based on observation and interview schedules developed for the study. In addition to a general description of the population served, the types of available group care experiences are described. Problems of providing day care to school age children involve space and equipment utilization, licensing, staffing and staff training, and problems caused by regulations, procedures, and legal liability. Physical separation from the community and the lack of opportunities for personal initiative are identified as basic activity program problems. Suggestions for remediation of these problems are offered; and several models for group day care arrangements in conjunction with public schools are described. (ED)

ED116774 PS008192

Day Care: What Form Should It Take.

Hignett, William F.; Rodriguez, Dorothy

Publ. Date: 74. Note: 13p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors: Child Care Centers/ Comparative Analysis/ Day Care Services/ Early Childhood Education/ Early Experience/ Family Day Care/ Infants/ Interpersonal Relationship/ Learning Experience

This paper discusses issues concerning infant family day care in terms of data gathered at the Louis Child Care Center and other related studies. Topics covered are: (1) the need for family day care, (2) the form that services should take, (3) agency supervised family day care, (4) what family day care is, (5) the continuity of care from infancy to school age, (6) convenience to parents of a community based service and service for all age siblings, (7) the family model for day care and presence of male models in family day care homes, (8) employment opportunities for young mothers, and (9) the quality of care. The special advantages of family day care over group care are indicated, and it is noted that family day care has a personalized quality not found in group care. The day care home appears to benefit infants and toddlers

particularly because less adjustment is required of the child and because there is opportunity for a more individualized continuous relationship between caregiver, parent, and child. The present criticism of family day care appears to be related to the quality of personnel rather than to the actual model involved. (GO)

ED116768# PS007702

Who Cares for Children? A Survey of Child Care Services in North Carolina.

Learning Inst. of North Carolina, Durham.

Publ. Date: Apr 74. Note: 115p.

Available from: The Learning Institute of North Carolina Press, 1006 Lamond Avenue, Durham, North Carolina 27701 (Paper, \$3.00)

Document Not Available from EDRS

Descriptors: Child Care/ Child Welfare/ Day Care Programs/ Early Childhood Education/ Family (Sociological Unit)/ Family Day Care/ Health Needs/ Kindergarten/ Needs Assessment/ Nursery Schools/ Parent Education/ Parent Participation/ State Federal Support/ State Surveys/ Working Women

Identifiers: Learning Institute of North Carolina

This report represents a statewide survey of child care services in North Carolina, including day care centers, family day care homes, nursery schools, and kindergartens. Interviews were conducted to ascertain the extent to which North Carolinian children were receiving adequate health care, adequate nutrition, and other basic care. Data on family income, family member occupations, family life, and child care costs were compiled. The status of parent education programs and parent involvement in child care services was evaluated. Federal and state support of child care services was surveyed. Statistical data on child care services collected during the survey and by the U.S. Census Bureau are presented in tables. Analysis of these data and recommendations for improvement of child care service delivery in North Carolina are included. (BRT)

ED115388 PS008226

A Home Learning Center Approach to Early Stimulation. Final Report.

Gordon, Ira J.; Guinagh, Barry J.
Florida Univ., Gainesville. Inst. for Development of Human Resources.

Sponsoring Agency: National Inst. of Mental Health (DHEW), Bethesda, Md.

Report No.: NIMH-5-MH16037-06

Publ. Date: Nov 74 Note: 129p.; For an earlier report, see ED 056 760

EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage

Descriptors: *Early Childhood Education/ Family Day Care/ *Home Programs/ Home Visits/ Intellectual Development/ *Intervention/ *Longitudinal Studies/ Low Income Groups/ Models/ Mother Attitudes/ Paraprofessional School Personnel/ Parental Aspiration/ Parent Child Relationship/ *Parent Education/ Program Descriptions/ Program Effectiveness/ Program Evaluation

Identifiers: *Project Home Learning Center

The Home Learning Center (HLC) Project, a combination of research and demonstration containing phases of basic research, material development and field testing of materials and delivery system, began in 1968 as a longitudinal investigation of a home-oriented approach to intervention in the lives of very young children which might enhance their ability to function in life. This project was the third in a series of longitudinal studies using the same population. In all three studies, the essential ingredient was weekly visits by trained paraprofessional parent educators (drawn from the community) who provided the parent with ideas and activities which could be used at home. The HLC program continued intervention through the child's third year (adding a weekly group play session) and collected data on the effects of this type of intervention on children and parents three years after termination of intervention. A total of 204 experimental and control families participated in this final phase. At age 6, all children were measured by the Stanford-Binet, Caldwell Preschool Inventory, and Task Oriented Behavior Scale. Mothers' attitudes and behavior were measured by their responses on two interviews schedules. Results are given; and discussions on the long-time effects of intervention and the efficacy of the HLC model are presented. (ED)

ED115376 PS008193

Child Care: Data and Materials.

Congress of the U.S., Washington, D.C. Senate Committee on Finance.

Publ. Date: Oct 74 Note: 267p.; Revised edition of document prepared by the staff for the use of the Committee on Finance (U.S. Senate, 93rd Congress, 2nd Session)

Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 5270-02549, \$2.55)

EDRS Price MF-\$0.76 HC-\$13.32 Plus Postage

Descriptors: Certification/ *Child Care/ Child Care Centers/ *Child Welfare/ *Day Care Services/ *Early Childhood Education / Family Day Care/ Family Income/ Federal Legislation/ Federal Programs/ Government Role/ National Survey / State Standards/ *Statistical Data/ Working Women

This report presents current statistics, reports, statutory language, and regulations pertaining to child care in the United States in 1974. A short summary precedes the numerous tables which compose nearly three-quarters of the report. These tables illustrate the following kinds of data: (1) the number and status of children needing child care; (2) the number of women in the labor force, both in female-headed and husband-wife families, particularly in relation to status and income; (3) child care arrangements available (with approximate usage), including preprimary schools, child care centers, family day care and home care, with particular reference to the care of children under six years of age; (4) federal involvement in child care, including type of involvement and fiscal level; and (5) current state and federal licensing standards and regulations. The appendices include excerpts from various reports that either were used in compiling the data or are included to elucidate certain issues. (ED)

ED114196 PS008156

A Comparative Analysis of Day Care Licensing Standards.

Hawaii Univ., Honolulu. Head Start Research and Evaluation Center.

Sponsoring Agency: Hawaii State Community Coordinated Child Care (4-C) Committee, Honolulu.

Publ. Date: 10 Sep 74. Note: 190p.

EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage

Descriptors: Accident Prevention/ *Child Care Centers/ *Comparative Analysis/ Early Childhood Education/ *Family Day Care/ *Federal Legislation/ Fire Protection/ Health Services/ Interagency Coordination/ Parent Participation/ Program Administration/ Program Development/ Sanitation/ School Safety / Staff Role/ *State Standards

Identifiers: *Day Care Licensing/ Hawaii

This report focuses on the major similarities and differences of three sets of day care licensing standards (model, state, and federal) in order to provide an information base for isolating the problems, concerns, and issues involved in day care licensing. Sets of standards compared are: (1) "DCD Guides for Day Care Licensing," 1973 (model); (2) "Rules and Regulations Governing Group Day Care Centers" and "Rules and Regulations Governing Family Day Care Homes" used by the state of Hawaii since 1966; and (3) "Federal Interagency Day Care Requirements" (1968). Part 1 lists major issues and concerns (in question form) grouped under these major headings: (1) the act itself (title, purpose, and definition of terms), including application, development, and enforcement of rules and regulations; (2) administration, program, staffing, and parent participation requirements; (3) health and sanitation requirements; and (4) fire and safety requirements. A brief summary is included. Part 2 (comprising three-quarters of the report) contains four charts grouped under the same headings. The charts present the provisions of each set of standards so that specific regulations may be compared across standards. Summaries follow each chart. (ED)

ED114174 PS008122

A Comprehensive, Coordinated Child Care System. Final Report.

Colorado Univ., Denver. Medical Center.

Sponsoring Agency: Office of Child Development (DHEW), Washington, D.C.

Publ. Date: 75. Note: 117p.

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors: Administrative Change/ *Administrative Organization/ After School Programs/ *Child Care Centers/ Comprehensive Programs/ *Day Care Programs/ *Delivery Systems/ *Early Childhood Education/ Elementary Education/ Employee Attitudes/ Employer Employee Relationship/ Family Counseling/ Family Day Care/ Home Programs/ Summer Programs

Identifiers: Colorado (Denver)/ *Project Child Care

The establishment and subsequent modification of a child care system for employees, faculty, and students of the

University of Colorado Medical Center are discussed in detail. The project was partially funded by the Office of Child Development. Components of the project included three direct service programs: (1) day care for children ages 2 1/2 to 6, (2) care for older children after school and during the summers, and (3) training and support for day care mothers and development of day care homes as additional child care resources. Family counseling and referral were provided as a fourth component. An Advisory Board was established to allow Medical Center employees, students, parents, and project staff members to contribute opinions and information. Extensive evaluative sections in the report cite problems encountered in program implementation, including poor relations between caregivers and administrative staff, pressure to disseminate prematurely, diffusion of individual staff members over all components, repeated administrative restructuring, and the desire of Advisory Board members to determine policy. Recommendations are made based on experience with these problems. At the end of three years Office of Child Development funding expired, and services at the Medical Center were discontinued, but part of the program was absorbed by other community child care facilities. (BRT)

ED113048# PS008115

Careers in Child Care.

Fogarino, Shirley; Reynolds, Amy

Day Care and Child Development Council of America, Inc., Washington, D.C.

Publ. Date: 74. Note: 17p.

Available from: Day Care and Child Development Council of America, Inc., 1012-14th Street, N.W., Washington, D.C. 20005 (Paper, \$0.75, plus \$0.50 postage and handling)

Document Not Available from EDRS

Descriptors: Career Choice/ *Career Education/ *Career Planning/ Child Care Occupations/ *Child Care Workers/ College Students/ Day Care Services/ *Employment Opportunities/ Family Day Care/ High School Students/ Individual Characteristics/ Kindergarten/ Nursery Schools

Identifiers: *Child Development Associate

This illustrated booklet describes jobs and career opportunities available in day care centers, nursery schools, kindergartens, and family day care homes. Important personality characteristics of child care workers (e.g., liking children, being able to take responsibility) and academic preparation for child care careers are discussed. Basic tasks performed by typical day care workers are outlined along with various types of day care, staff positions in day care centers, and salary ranges. A table listing both recommended and required qualifications for federal agency jobs is included. (BRT)

Additional Resources on Family Day Care

GENERAL RESOURCES

Bookman, Robert. Family Day Care Associations. Day Care and Child Development Council of America, Inc., 622 Fourteenth St., N.W., Washington, DC 20005, 1976 (\$3.50)
Describes advantages and problems involved in organizing family day care givers.

Collins, Alice; Watson, Eunice. Family Day Care: A Practical Guide for Parents, Caregivers, and Professionals. Beacon Press, 25 Beacon St., Boston, MA 02108, 1976 (\$8.95)
A comprehensive book of practical information, stressing the importance of partnership between professional and lay participants in family day care.

Family Day Care Provider, a bi-monthly publication of the Day Care and Child Development Council of America, 622 14th St., N.W., Washington, DC 20005 (\$3.00 per year)
Written expressly for providers; includes information on many issues related to family day care, from discipline to tax legislation.

Family Day Care Newsletter, periodically issued by The Children's Foundation, 1028 Connecticut Ave., N.W., Suite 1112, Washington, DC 20036 (\$2.00 donation per year, address to attention of Pamela Simms)
A general newsletter that includes specific information on child nutrition and legislation affecting family day care.

Squibb, Betsy. Family Day Care: Resources for Providers. Training Materials for Family Day Care Providers, Amy Squibb, Director, Shaker Rd., Harvard, MA 01451, 1976 (\$3.50 plus 50¢ postage)
Covers specific issues identified by family day care providers as important. Also available from the same source: a slide tape presentation, "Creative Experiences for Young Children." (rental \$25, purchase \$100)

LEGISLATION AND FUNDING RESOURCES

Washington Report on Federal Legislation for Children, issued from time to time while Congress is in session by American Parents Committee, a Washington division of Child Welfare League of America.
Available with a contribution of \$10 or more to American Parents Committee, 52 Vanderbilt Ave., New York, NY 10017.

Sims, Pamela Boyce. Open an Umbrella for the Family Day Care Food Program: A Sponsor's Handbook for Program Management. The Children's Foundation, 1028 Connecticut Ave., N. W., Washington, DC 20036, 1977 (\$2.00)

Describes how family day care homes can participate in the federal Child Care Food Program through sponsoring organizations or groups who do the necessary administrative work. Includes detailed information on organization and management for the sponsor, sample forms, and suggestions for good nutrition.

Morgan, Gwen G. The Trouble with Title XX: A Review of Child Daycare Policy. ERIC/ECE Clearinghouse, 805 W. Pennsylvania Ave., Urbana, IL 61801, 1977 (\$2.00)

TRAINING RESOURCES: MULTIMEDIA

Family Day Home Series. Texas Dept. of Community Affairs. Early Childhood Development Division, P. O. Box 13166, Capitol Station, Austin, TX 78711 (\$250 for multimedia set including slide series, cassette tape in English or Spanish, and Training Notebook described below; \$268 for same set with cassettes in both languages)

Slide/tape presentations developed for training family day home mothers by the Texas Child Development Associate Project.

The Family Day Home Training Notebook, 1976. Available from the above address (\$20, if purchased separately from the slide series). In English only.

Developed in conjunction with the Texas Dept. of Public Welfare, this notebook may be used with or without the slide series.

"Just Like a Family," "The Right Ingredients," "Sharing the Care of Your Child," "Mondays and Fridays," "Talk About It!," "School's Out--Out-of-School Care," available from Day Care Consultation and Media Project, Pacific Oaks College, 714 W. California Blvd., Pasadena, CA 91105 (\$25.00 each; all six, \$135.00). A series of six filmstrips with cassettes (including English and Spanish narration), dealing with day care in terms of both group and family care; the first deals specifically with family care.

Postscript

The Educational Resources Information Center/Early Childhood Education Clearinghouse (ERIC/ECE) is one of a system of 16 clearinghouses sponsored by the National Institute of Education to provide information about current research and developments in the field of education. The clearinghouses, each focusing on a specific area of education (such as early childhood, teacher education, languages and linguistics), are located at universities and institutions throughout the United States.

Each clearinghouse staff searches systematically to acquire current, significant documents relevant to education. These research studies, speeches, conference proceedings, curriculum guides, and other publications are abstracted, indexed and published in Resources in Education (RIE), a monthly journal. RIE is available at libraries, or may be ordered from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Another ERIC publication is Current Index to Journals in Education (CIJE), a monthly guide to periodical literature which cites articles in more than 700 journals and magazines in the field of education. Articles are indexed by subject, author, and journal contents. CIJE is available at libraries, or by subscription from Macmillan Information, 909 Third Avenue, New York 10022.

The Early Childhood Education Clearinghouse (ERIC/ECE) distributes a quarterly newsletter which reports on new programs and publications and RIE documents of special interest. For a complete list of ERIC/ECE publications, or if you would like to subscribe to the Newsletter, write: ERIC Clearinghouse/Early Childhood Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61801.

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*ERIC/ECE is responsible for research documents on the social, psychological, physical, educational, and cultural development of children from the prenatal period through pre-adolescence (age 12). Theoretical and practical issues related to staff development, administration, curriculum, and parent/community factors affecting programs for children of this age group are also within the scope of the clearinghouse.